

# 6<sup>th</sup> Grade drama

## USOE Fine Arts Rainbow Chart

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Previously mastered <i>grade level skills</i>	Elements of Drama <i>with definitions</i>	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
<b>Mastered SCRIPT Skills:</b> Story Structure, Conflict, Overall Message, Dialogue, Plot, Tension, Mood, Character Motives, Objectives	<b>SCRIPT</b>  <u>Dramatic Unity</u> -the feeling of wholeness in a dramatization when all the parts work well together	Observe and identify dramatic unity in plays, films or stories.	Use role play and improvisations to explore dramatic unity in a script.	As a class or in small groups, practice writing short dramatically unified scenes.	Analyze the elements and dramatic unity of a published script.	Individually, create a script that is dramatically unified and contains all essential elements.	Evaluate original scripts for dramatic unity.
<b>Mastered ACTING Skills</b> <b>Mental:</b> <ul style="list-style-type: none"><li>• Listening</li><li>• Imagination</li><li>• Pretending</li><li>• Concentration</li><li>• Relaxation</li><li>• Transformation</li><li>• Observation</li><li>• 5 Senses</li><li>• Sensory Recall</li><li>• Visualization</li><li>• Emotional Recall</li><li>• Emotional Range</li></ul> <b>Voice:</b> <ul style="list-style-type: none"><li>• Imitating voices</li><li>• Volume</li><li>• Diction</li><li>• Pitch</li><li>• Tempo</li><li>• Rhythm</li><li>• Expressive Voice</li><li>• Character Voice</li></ul>	<b>ACTING</b>  <b>Mental Skills:</b> qualities of mind used in visualizing, creating, and portraying a character  <b>Voice Skills:</b> qualities of voice used in creating and portraying a character	Use theatre games, activities, or process drama techniques to experience and review: <ul style="list-style-type: none"><li>• The mental skills of listening, concentration, relaxation, transformation, sensory recall, emotional recall, and emotional range</li><li>• The vocal skills of imitating, volume, diction, pitch, tempo, rhythm, expressive and character voice</li></ul>	Use role play and improvisations to explore combining mental, vocal, body, and ensemble skills to create consistent characters and dramatizations.	Practice combining voice, body, mental, and ensemble skills with any or all of the following forms: A. Published plays B. Created Scenes C. Dramatizations of multicultural tales D. Storytelling E. Puppetry F. Process Drama G. Pantomimes H. Choral Reading I. Narrative Mime J. Musicals K. Monologues L. Literature M. Adaptations N. Film	Use process drama techniques with grade level curriculum, historical and current world events, or literature to: 1. Deepen understanding 2. Analyze how mental, voice, and body skill combine to create consistent character 3. Analyze how dramatic elements are orchestrated to create dramatic unity 4. Analyze how ensemble skills combine to create cohesive dramatizations	Use ensemble skills to collaboratively produce dramatically unified, original theatrical performance where consistent characters interact to tell a story.	As a class create an original script or use a published script to collaboratively produce for your parents, school, or community. Participate as a director, stage manager, actor, designer, make-up artist, or technical crew Evaluate your performance and repeat to improve.

Previously mastered <i>grade level skills</i>	Elements of Drama <i>with definitions</i>	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
<b>Mastered ACTING Skills continued</b> <b>Body:</b> <ul style="list-style-type: none"> <li>Imitating movements,</li> <li>Qualities of Movement</li> <li>Purposeful Movement</li> <li>Expressive Movement</li> <li>Character Movement</li> </ul> <b>Ensemble:</b> <ul style="list-style-type: none"> <li>Cooperate</li> <li>Communicate</li> <li>Credit</li> <li>Caretaking</li> <li>Connect</li> <li>Collaborate</li> </ul>	<b>ACTING</b>  <b>Body Skills:</b> qualities of body and movement used in creating and portraying a character.  <b>Ensemble:</b> the relationship among actors as they create a dramatic piece.	<ul style="list-style-type: none"> <li>The body skills of imitating, qualities of movement, purposeful, expressive and character movement</li> <li>The ensemble skills of cooperating, communicating, crediting, caretaking, connecting, collaborating, creating</li> </ul>					
<b>Mastered DESIGN Skills:</b> <ul style="list-style-type: none"> <li>Costumes</li> <li>Props</li> <li>Transformed Space</li> <li>Sound Effects</li> <li>Light and Color</li> <li>Musical Sound</li> </ul>	<b>DESIGN</b> <u>Design Elements:</u> conception and arrangement of visual and aural (sound) elements of a production	Identify the design elements of costumes, props, make-up, scenery, sound effects, lighting, and musical sound in a production.	Explore combining costume, make-up, and personal props to create consistent characters.	Practice unifying the mood of your dramatizations with the use of sound effects, lighting, color, and musical sound.	Analyze the concrete and symbolic design elements of a production.	Through scenery and other design elements create production unity for your theatrical performance.	Evaluate your overall design concept. Make adjustments as desired.
	<b>AUDIENCE</b> <i>The act and behaviors of watching others or self in a live or recorded performance.</i>	Observe and identify differences in performer-audience relationships in various art forms (dance concerts, rock concerts, symphonies, art exhibits).	As an audience member, discuss artistic choices from performances and explore alternative choices that would preserve dramatic unity.	Differentiate multiple messages received as an audience member (both literal and symbolic) from theatre, film, or TV.	As an audience member, analyze and communicate the emotions and thoughts evoked by a Shakespearean performance (either recorded or live).	Research how theatre and related media have reflected and transformed various cultures and audiences throughout time.	As audience members, develop and implement descriptive vocabulary and positive critiquing methods.